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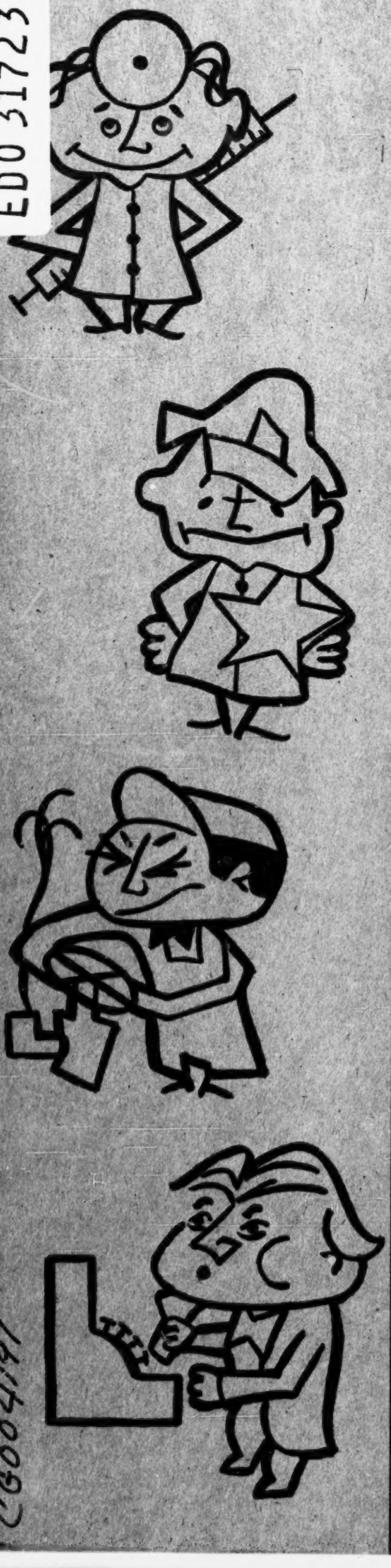
This manual is designed to serve the classroom teacher as a guide to the accompanying televised series of programs on the world of work. The Television Series is designed to give a broad overview of many occupations, by bringing into the classroom more than fifty "guests" from all levels of preparation: the semi-skilled, the skilled, the technical, and the professional. The lessons employ familiar classroom techniques in bringing guidance information to the students, not from professional entertainers, but from people actually working in the community. The prime objectives of the series are: (1) to present information on occupation areas, job families, and related types of work possibilities; (2) to stimulate further investigation by the students into the world of work, and (3) to provide a basis for program planning for the senior high years. Lessons have been based upon the interest categories found in the Kuder Preference Record, and are prepared by the Radio--Television Department of the Minneapolis Public Schools. (Author/CJ)

EDO 31723



TEACHER'S GUIDE

for the

SCHOOL YEAR

1967-68

WORLD OF WORK

GRADE NINE

INSTRUCTIONAL TELEVISION

MINNEAPOLIS PUBLIC SCHOOLS

CG004191

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TO THE TEACHERS WHO WILL USE THIS MANUAL:

Instructional television, with you the classroom teacher as the key interpreter, can be a useful and effective tool to enrich and to deepen general learning.

The lessons presented have been thoughtfully constructed, and this manual presents background information to assist you for fullest utilization of the lessons.

JOHN B. DAVIS, JR.
Superintendent of Schools

RADIO-TELEVISION DEPARTMENT

Harold J. Gregory
Clarissa Sunde

1967-68

MINNEAPOLIS PUBLIC SCHOOLS

SECONDARY TELEVISION SCHEDULE 1967-68

CHANNEL 17

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:45		World of Work Looking at Language Language as a System Driver Education (30)		World of Work Looking at Language Language as a System Driver Education (30)	
9:45		(30)		(30)	
10:45		(30)		(30)	
12:00		(30)		(30)	
1:15		(30)		(30)	
2:15		(30)		(30)	

A WORD OF EXPLANATION

Television lessons are produced from various curriculum areas through the Department of Radio-Television Education and are aired over Station KTCI-TV. Lessons are carefully planned by subject-area consultants, television teachers, advising teachers, general curriculum specialists, and radio-television and visual-aids producers. All lessons are based on the courses of study and guides of the Minneapolis Public Schools. The overriding purpose of each lesson is that of serving the classroom teacher.

USING TELEVISION LESSONS

There are two basic types of viewing: active and passive. Sometimes interchangeable, they are best differentiated by classifying passive viewing with entertainment television and active viewing with educational television. In active viewing the pupils look "for" something in the lesson rather than "at" something. In order to facilitate the proper use of educational television, four steps are suggested:

1. **Selection**

   The teacher should select programs in terms of class needs. She does not view indiscriminately.

2. **Preparation**

   The pupils should be prepared for and motivated to learn from the program.

3. **Viewing**

   The physical conditions of the room should be conducive to learning by television and the teacher should view attentively with the pupils.

4. **Follow-up**

   The class should engage in a suitable follow-up activity. Where such is not the case, much of the value of the lesson is lost.

WORLD OF WORK

(A Survey of Career Interests)

TO: The Ninth Grade Social Studies Teachers

FROM: The Studio Teachers

SUBJECT: Guidance Information for Social Studies Classes - Grade 9

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TEACHERS

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GUIDE

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Harold J. Gregory

1967-68

TO: The Classroom Teacher

FROM: The Studio Teacher

SUBJECT: "A List of the Memos to the Teachers"

		Pages
Memo No. 1	The Index	1
Memo No. 2	The Time Schedule	2
Memo No. 3	The Television Series	3
Memo No. 4	General Objectives	4
Memo No. 5	A View from the Social Studies Guide	5-6
Memo No. 6	Your Interest Areas	7
Memo No. 7	Lesson - "How to Study"	8-10
Memo No. 8	Lesson - "Working in the Outdoors"	11-12
Memo No. 9	Lesson - "Working with Machines"	13-14
Memo No. 10	Lesson - "Working with Numbers"	15-16
Memo No. 11	Lesson - "Scientific Occupations"	17-18
Memo No. 12	Lesson - "Business Contact Occupations"	19-20
Memo No. 13	Lesson - "Artistic Occupations"	21-22
Memo No. 14	Lesson - "Working with Ideas"	23-24
Memo No. 15	Lesson - "Music and Related Occupations"	25-26
Memo No. 16	Lesson - "Working with People"	27-28
Memo No. 17	Lesson - "Clerical Occupations"	29-30
Memo No. 18	Report Forms - To Be Returned After Each Lesson	31

TO: The Classroom Teacher

FROM: The Studio Teacher

SUBJECT: "The Time Schedule"

DATE	DAY	TITLE
September 21	Thursday	"How to Study"
September 26	Tuesday	"Working in the Outdoors"
September 28	Thursday	"Working with Machines"
October 3	Tuesday	"Working with Numbers"
October 5	Thursday	"Scientific Occupations"
October 10	Tuesday	"Business Contact Occupations"
October 12	Thursday	"Artistic Occupations"
October 17	Tuesday	"Working with Ideas"
October 19	Thursday	NO SCHOOL PROGRAMS - TEACHERS' CONVENTIONS
October 24	Tuesday	"Music and Related Occupations"
October 26	Thursday	"Working with People"
October 31	Tuesday	"Clerical Occupations"

TO: The Classroom Teacher

FROM: The Studio Teacher

SUBJECT: "The Television Series"

This series is designed to give a broad overview of many occupations. It brings to the classroom more than fifty guests, drawn from all levels of preparation: the semi-skilled, the skilled, the technical, and the professional. The lessons employ familiar classroom techniques in bringing guidance information to your students. Each day we will bring people and their reactions to their experiences in the individual occupations. The guests are not paid entertainers; they are people now working in the Minneapolis Community.

To coordinate the lessons with the work being carried on in the classroom, the lessons have been based upon the interest categories found in the Kuder Preference Record.

This Guide contains a detailed table of contents. View it carefully before using each lesson.

TO: The Classroom Teacher

FROM: The Studio Teacher

SUBJECT: "General Objectives"

Ninth graders of twenty years ago knew little of rockets, of television, of jet-propelled planes, of electronics, or of data-processing. A generation ago, the students who went on to become the successful adults in these fields were the people who were willing to learn about more than one field of work and who were capable of adapting to changing occupational opportunities.

This series proposes to:

- present information on occupational areas, job families, and related types of work possibilities.
- stimulate further investigation by the students into the world of work.
- provide a basis for program planning for the senior high years.

TO: The Classroom Teacher

FROM: The Studio Teacher

SUBJECT: "A View from the Social Studies Guide" *

Self-evaluation as a first step in planning for the future	Interest tendencies in areas of school study and in occupational fields
	Personal work habits
	Personality traits, including strengths and weaknesses
	Interests in hobbies and activities
Recognition of the importance of	The contributions made to society by all workers
	The importance of work to the individual: the dignity of work
	The importance of choice in selecting a career
Survey of the field of work in general	Varieties of occupations in the nation
	Varieties of occupations in Minneapolis
	Trends in occupations and in employment
	Interdependence of workers and employers

* Excerpts from A Guide for Teaching Social Studies, Minneapolis Public Schools, page 98, Grade 9.

Program plans for further education	Consideration of study beyond high school; e.g., in colleges, trade schools, business schools
	Values of a high school education
	Selection of senior high subjects in grade 10, 11, 12 in correlation with proposed occupational plans

MEMO NO. 6

TO: The Classroom Teacher

FROM: The Studio Teacher

SUBJECT: "Your Interest Area"

Here are the ten interest areas presented by the television lessons.

People who score high on the Kuder Preference Record in:

Outdoor	enjoy the outdoor life, working with animals, with growing things, and with recreational activities
Mechanical	like handling tools, working with machines, and being in jobs they can do with their hands.
Computational	find satisfaction in working with numbers and with problems involving numbers.
Scientific	are interested in solving problems, experimenting with new ideas, and discovering new facts.
Persuasive	enjoy working with people, influencing people to new ideas, and holding jobs involving promotion and selling.
Artistic	like working with designs, with color, and with materials.
Literary	enjoy reading, enjoy writing, and enjoy work which combines these interests in the daily routine.
Musical	enjoy music, either the creation of music or the listening to it.
Social Services	find satisfaction in helping others and working for the benefit of others.
Clerical	like jobs requiring accuracy, involving detail, and office routine.

MEMO NO. 7

TO: The Classroom Teacher

FROM: The Studio Teacher

DATE: September 21, 1967 TIME: Repeated: 8:45 a.m. 12:00 p.m.
9:45 a.m. 1:15 p.m.
10:45 a.m. 2:15 p.m.

SUBJECT: "How to Study"

TEACHER: Dr. Alton L. Raygor, Associate Professor
Student Counseling Bureau
University of Minnesota

During this lesson we will discuss:

The development of study skills and techniques. Today's lesson will emphasize:

- Factors which influence study
- Organizational patterns
- Self recitation
- Memory curves and importance of review
- Spaced practice for more effective study

Some suggestions for class activities before viewing the lesson are:

1. Have a student read the content paragraph on this sheet to the class, and have the class list the things they would hope to gain from this lesson.

2. List new terms or new ideas.

3. Introduce the students to the charts used in the TV lesson.

After viewing the lesson, the class could explore the occupational field further by:

1. Having the students discuss the content of the program.

2. Arranging for a tour of the school library, and inviting the school librarian to acquaint the students with the card catalog, the reader's guide, and other facilities available for study purposes.

Some reference suggestions are:

1. The school libraries, the Minneapolis Public Library, and the school couselor's office have many books on occupations for the student and teacher. Some teacher reference books which might prove helpful to you, the classroom teacher, are:

   - Independent Activities for Creative Learning, Darrow and Van Allen, 1961.
   - 87 Ways to Help Your Child in School, Armstrong, 1961.
   - Learn More with Less Effort, Dudycha, 1957.
   - How to Study, Mogan, 1957.
   - Life Adjustment Booklets, Science Research Associates.

2. The audio-visual department has many films and filmstrips on occupations and vocational choice. Some suggestions are:

   Films

   - How to Study, Coronet, black/white, 1963, 10 minutes
   - Improving Study Habits, McGraw-Hill, color, 1964, 14 minutes

   Filmstrips

   - Developing Your Study Skills
   - Failure - A Step Towards Growth

Several charts are used during this lesson:

RECALL: 248163264

RECALL:

% Learning Time Spent Reciting	% Recalled After Four Hours
80	48
60	37
40	28
20	26
0	15

SPACED PRACTICE:

Times Per Day	Days	Retention
8	3	7
6	4	39
2	12	53

MEMO NO. 8

TO: The Classroom Teacher

FROM: The Studio Teacher

DATE: September 26, 1967

TIME: Repeated: 8:45 a.m. 12:00 p.m.
9:45 a.m. 1:15 p.m.
10:45 a.m. 2:15 p.m.

SUBJECT: "Working in the Outdoors"

During this lesson we will discuss:

Part One

An Overview of the Series	Clara Anderson, Studio Teacher
Forester	Dr. Kenneth Winsness
Nursery School Teacher	Mrs. Joan Zipf

Part Two

Game Warden	Francis Johnson
Camp Director	Jane Ehrenberg
Farmer	Willard Dehn

Some suggestions for class activities before viewing the lesson are:

1. Administer and score the Kuder Vocational Preference Record (Form C).

2. Discuss the Interest Areas and some related occupations.

While viewing the lesson, the students could participate by taking notes answering these questions:

1. Why should I be interested in many occupations?

2. What special training is needed after high school?

After viewing the lesson, the class could explore the occupational field further by:

1. Reviewing the unit on vocations for grade nine on pages 104-107 in A Guide for Teaching Social Studies.

2. Having the students ask the school librarian for books and pamphlets on occupations.

There are many related occupations which could be listed in each area of interest. The following are given to stimulate student discussion:

These occupations usually require college	These occupations usually do not require college
Veterinarian	Linesman
Athletic Coach	Kennel Worker
Forest Ranger	Farmer

Some reference suggestions are:

1. The school libraries, the Minneapolis Public Library, and the school counselor's office have many books on occupations which might prove useful to you, the classroom teacher. Some of these are:

   - Guidance: A Statement of Philosophy, Minnesota State Department of Education.
   - Minnesota Blueprint for Guidance, Minnesota State Department of Education.
   - Occupational Outlook Handbook, U.S. Department of Labor.

2. The audio-visual department has many films and filmstrips on occupations and vocational choice. Some suggestions are:

   Films

   - American Economy Series - 61 films, Joint Council for Economic Education, black/white, 1964, 30 minutes each.
   - Evaluating Yourself in Job Terms, Minneapolis Public Schools, black/white, 1960, 25 minutes.

   Filmstrips

   - It's Your Future
   - Think of Others First

MEMO NO. 9

TO: The Classroom Teacher

FROM: The Studio Teacher

DATE: September 28, 1967

TIME: Repeated: 8:45 a.m. 12:00 p.m.
9:45 a.m. 1:15 p.m.
10:45 a.m. 2:15 p.m.

SUBJECT: "Working with Machines"

During this lesson we will discuss:

Part One

Truck Driver	Fred Harwood
Telephone Operator	Mrs. Cora Kimball,
Data Processing Instructor	Lary Petterson

Part Two

Custom Engineering Field Mgr.	Charles Kokesh
Road Patrol-Grader	Henry Halvorson

Some suggestions for class activities before viewing the lesson are:

1. Discuss with the students the importance of learning about vocations at this stage in their education.

2. Have each student compile a list of relatives and friends who would be interested in discussing his future vocation with him.

While viewing the lesson, the students could participate by taking notes answering these questions:

1. How can interest in specific school subjects relate to job choice?

2. What is the range in job choice for each interest area, and how does this relate to ability?

After viewing the lesson, the class could explore the occupational field further by:

1. Discussing the qualifications necessary to be a worker in any particular type of job. Have someone list on the board the qualifications of any of the occupations: the personal qualities of the workers, the training, the salary, the advantages, and the disadvantages.

2. Arranging for a class visit to the library.

There are many related occupations which could be listed in each area of interest. The following are given to stimulate student discussion:

These occupations usually require college	These occupations usually do not require college
Engineer	Cook
Architect	Machinist
Meteorologist	Printer

Some reference suggestions are:

1. The school libraries, the Minneapolis Public Library, and the school counselor's office have many books on occupations for the student and teacher. Some teacher reference books which might prove useful to you, the classroom teacher, are:

   - The Parent and the Counselor, Minnesota State Department of Education.
   - The Teacher's Role in Career Development, Minnesota State Department of Education.
   - Handbook of Job Facts, Science Research Associates.

2. The audio-visual department has many films and filmstrips on occupations and vocational choice. Some suggestions are:

   Films

   - Changing City, Churchill Films, color, 1963, 16 minutes.
   - Day in the Life of . . . Series, 6 films, Minneapolis Public Schools, black/white, 1960, 25 minutes each.

   Filmstrips

   - Values for Teenagers: The Choice is Yours
   - Tuned-Out Generation

MEMO NO. 10

TO: The Classroom Teacher

FROM: The Studio Teacher

DATE: October 3, 1967

TIME: Repeated: 8:45 a.m. 12:00 p.m.
9:45 a.m. 1:15 p.m.
10:45 a.m. 2:15 p.m.

SUBJECT: "Working with Numbers"

During this lesson we will discuss:

Part One

Auto Center Warehouseman	Bob Strelow
Engineering Aid	Bernard Bear
Accountant, C.P.A.	Duane Kullberg

Part Two

Training Representive	Kathy Wallace
Training Technician	Bob Walser

Some suggestions for class activities before viewing the lesson are:

1. Invite the ninth-grade counselor to your class to discuss the relationship between subject choice and job choice.

2. Discuss with the students the specific information to listen for during this lesson. In order to provide the students with the most helpful information, it may be necessary for the studio teacher to ask the guest questions of a repetitive nature. If the students are given specific information to listen for in each occupation, they are less apt to be disturbed by the repetition.

While viewing the lesson, the students could participate by taking notes answering these questions:

1. What do these guests stress in high school preparation?

2. What major career decisions need be made now?

After viewing the lesson, the class could explore the occupational field further by:

1. Following the television lesson with films and filmstrips which give more information on choosing a career.

2. Discussing how the occupation we choose affects our pattern of living, our choice of friends, and our place of residence.

There are many related occupations which could be listed in each area of interest. The following are given to stimulate student discussion:

These occupations usually require college	These occupations usually do not require college
Astronomer	Cashier
Weather Observer	Sales Clerk
Dietician	Bookkeeping Machine Operator

Some reference suggestions are:

1. The school libraries, the Minneapolis Public Library, and the school counselor's office have many books on occupations for the student and the teacher. Some teacher reference books which might be helpful to you, the classroom teacher, are:

   - Audio-Visual Guidance Materials, Minnesota State Department of Education.
   - The Prospective Teacher Looks at Guidance, Minnesota Department of Education.
   - Perceiving, Behaving, Becoming (1962 yearbook), Association for Supervision and Curriculum Development.

2. The audio-visual department has many films and filmstrips on occupations and vocational choice. Some suggestions are:

   Films

   - City Series, 6 films, National Film Board of Canada, black/white, 1963, 30 minutes each.
   - Exploring Vocations, Minneapolis Public Schools, black/white, 1960, 25 minutes.

   Filmstrips

   - Your First Year in High School
   - Somebody's Cheating

MEMO NO. 11

TO: The Classroom Teacher

FROM: The Studio Teacher

DATE: October 5, 1967

TIME: Repeated: 8:45 a.m. 12:00 p.m.
9:45 a.m. 1:15 p.m.
10:45 a.m. 2:15 p.m.

SUBJECT: "Scientific Occupations"

During this lesson we will discuss:

Part One

X-ray Technologist	Charles Dopking
Catering Manager	Oscar Howard
Biochemist	Dr. Austin C. Wagenknecht

Part Two

Engineer	Ronald K. Espe
Dental Hygienist	Mrs. Mercedes Krogstad

Some suggestions for class activities before viewing the lesson are:

1. Discuss the American system of free enterprise and the place of freedom of choice in this system.
2. Explore the many branches of one "family of jobs."

While viewing the lesson, the students could participate by taking notes answering these questions:

1. What career can a woman have in science?
2. What is the future for a student planning on a science career?

After viewing the lesson, the class could explore the occupational field further by:

1. Encouraging students to seek out facts concerning some of the new or unusual occupations in each interest area.
2. Taking the class on a field trip to a business establishment in your neighborhood.

There are many related occupations which could be listed in each area of interest. The following are given to stimulate student discussion:

These occupations usually require college	These occupations usually do not require college
Pharmacist	Dental Assistant
Optometrist	Sound Technician
Industrial Engineer	TV Repairman

Some reference suggestions are:

1. The school libraries, the Minneapolis Public Library, and the school counselor's office have many books on occupations for the student and the teacher. Some teacher reference books which might prove useful to you, the classroom teacher, are:

   - The Administrator's Guidance Handbook, Minnesota State Department of Education.
   - The Teacher and Guidance, Minnesota State Department of Education.
   - Occupational Literature, Forester.

2. The audio-visual department has many films and filmstrips on occupations and vocational choice. Some suggestions are:

   Films

   - Citizenship and You, Coronet, black/white, 1960, 13½ minutes.
   - The Dropout, International Film Bureau, black/white, 1961, 28 minutes.

   Filmstrips

   - Getting and Keeping Your First Job
   - Preparing for the World of Work
   - Engineering Technology

MEMO NO. 12

TO: The Classroom Teacher

FROM: The Studio Teacher

DATE: October 10, 1967

TIME: Repeated: 8:45 a.m. 12:00 p.m.
9:45 a.m. 1:15 p.m.
10:45 a.m. 2:15 p.m.

SUBJECT: "Business Contact Occupations"

During this lesson we will discuss:

Part One

Grocery Manager	John Steimle
Saleslady (Real Estate)	Mrs. Dorothy Peterson
Attorney	James Fridland

Part Two

Catering Manager	Oscar Howard
Purchasing Agent	Douglas Chapman
Employment Manager	Keith Frost

Some suggestions for class activities before viewing the lesson are:

1. Discuss the range of interests in each occupation. For example: an attorney usually had major interest patterns in literary and persuasive areas.

2. Discuss with the class the range of occupations in each interest area. For example: occupations included in the persuasive area include both an attorney and a salesclerk.

While viewing the lesson, the students could participate by taking notes answering these questions:

1. How does "getting along with people" affect the students' career in this field of work?

2. What school subjects or activities help a student develop the positive traits of "getting along with people?"

After viewing the lesson, the class could explore the occupational field further by:

1. Having the students explore entry job possibilities, security on the job, promotions, and pay increases in several different types of occupations.

2. Contacting a business organization or service club to arrange for individual student conferences.

There are many related occupations which could be listed in each area of interest. The following are given to stimulate student discussion:

These occupations usually require college	These occupations usually do not require college
Sales Engineer	Real Estate Salesman
Author	Store Floorman
Literary Critic	Bill Collector

Some reference suggestions are:

1. The school libraries, the Minneapolis Public Library, and the school counselor's office have many books on occupations for the student and the teacher. Some teacher reference books which might prove helpful to you, the classroom teacher, are:

   - Counselor's Handbook, Minnesota State Department of Education.
   - Apprenticeship Training in Minnesota, Minnesota State Department of Education.
   - Manpower Report to the President, U.S. Department of Labor.

2. The audio-visual department has many films and filmstrips on occupations and vocational choice. Some suggestions are:

   - Challenge of Ideas, United World Films, black/white, 1962, 29 minutes.
   - Personal Financial Planning, Sutherland Education Films, black/white, 1961, 11 minutes.
   - I Never Went Back, Cahill Associates, color, 1964, 16 minutes.

   Filmstrips

   - Jobs for High School Students
   - Your Job Interview
   - A New Look at Home Economics Career

MEMO NO. 13

TO: The Classroom Teacher

FROM: The Studio Teacher

DATE: October 12, 1967

TIME: Repeated: 8:45 a.m. 12:00 p.m.
9:45 a.m. 1:15 p.m.
10:45 a.m. 2:15 p.m.

SUBJECT: "Artistic Occupations"

During this lesson we will discuss:

Part One

Metal Spinner	Tom Johnston
Architect	Jay Tyson
Art Public Relations	Mrs. Barbara Kaerwer

Part Two

Interior Designer	Eugene A. Undine
Floral Designer	Mr. Hempl

Some suggestions for class activities before viewing the lesson are:

1. Suggest to the students the interdependence of occupations. For example: A leader of a dance band will use the services of a bank teller and it would help him to know something about this occupational field.

2. Remind the class that the participants on the lessons are now working in the jobs they are discussing. Most of the persons have never participated in a television lesson. They will not try to act a part or entertain. They will try, instead, to explain their work in the same manner that they would were they in the classroom talking to the class.

While viewing the lesson, the students could participate by taking notes answering these questions:

1. What is the difference between working in a creative field by performing, and working with a creative occupation through performing related and supporting jobs?

2. How can a creative talent be developed to use as a job possibility? When is the creative talent best used: in an avocational field or in a supportative field of a career choice?

After viewing the lesson, the class could explore the occupational field further by:

1. Having the students select the occupations that appeal to them and explore the job possibilities for the future.

2. Dividing the class into committees to make surveys of occupations found in the neighborhood of the school.

There are many related occupations which could be listed in each area of interest. The following are given to stimulate student discussion:

These occupations usually require college	These occupations usually do not require college
Interior Decorator	Bricklayer
Arboriculturist	Barber
Surgeon	Tailor

Some reference suggestions are:

1. The school libraries, the Minneapolis Public Library, and the school counselor's office have many books on occupations for the student and the teacher. Some teacher reference books which might prove helpful to you, the classroom teacher, are:

   - Dictionary of Occupational Titles, U.S. Department of Labor.
   - Man in a World at Work, Borow.
   - Occupational Information, Baer and Roeber.

2. The audio-visual department has many films and filmstrips on occupations and vocational choice. Some suggestions are:

   Films

   - What's the Score? Educational Testing Service, black/white, 1963, 28½ minutes.
   - Should I Go to College? Minneapolis Public Schools, black/white, 1960, 25 minutes.

   Filmstrips

   - Dropping Out -- Road to Nowhere,
   - Getting into College if You're an Average Student

MEMO NO. 14

TO: The Classroom Teacher

FROM: The Studio Teacher

DATE: October 17, 1967

TIME: Repeated: 8:45 a.m. 12:00 p.m.
9:45 a.m. 1:15 p.m.
10:45 a.m. 2:15 p.m.

SUBJECT: "Working with Ideas"

During this lesson we will discuss:

Part One

Salesman (Acct. Executive)	Lee Boyen
Writer (Mpls. Paper)	Miriam Alburn
Librarian	Leonard Pignatello

Part Two

Court Reporter	Willard Braun
Copywriter (Company Newspaper)	Mrs. Patricia McKinnie
Pressman	Douglas Pearson

Some suggestions for class activities before viewing the lesson are:

1. Invite workers to the class to present information concerning the opportunities for men in their fields of work.

2. Give the students the list of high school elective subjects.

While viewing the lesson, the students could participate by taking notes answering these questions:

1. Why is reading important in all jobs?

2. Why are the communication skills of written and spoken English stressed by most panel guests?

After viewing the lesson, the class could explore the occupational fields further by:

1. Having 11th and 12th grade students who are members of Junior Achievement visit the class to tell about their experiences in miniture businesses.

2. Explaining the reasons for the variety of choices of high school subjects.

There are many related occupations which could be listed in each area of interest. The following are given to stimulate student discussion:

These occupations usually require college	These occupations usually do not require college
Newspaper Reporter	Court Reporter
Lawyer	Proofreader
Public Relations Man	Legal Secretary

Some reference suggestions are:

1. The school libraries, the Minneapolis Public Library, and the school counselor's office have many books on occupations for the student and teacher. Some teacher reference books which might prove useful to you, the classroom teacher, are:

   - Education and Manpower, ed. David, National Manpower Council.
   - Minnesota Studies in Work Attitudes, University of Minnesota.
   - Problems in Vocational Counseling, Lofquist and England.

2. The audio-visual department has many films and filmstrips on occupations and vocational choice. Some suggestions are:

   Films

   - No Limit to Learning, College Board Film Library, color, 1965, 29 minutes.
   - Vocational Technical Institute, Minneapolis Public Schools, black/white, 1960, 25 minutes.

   Filmstrips

   - Should You Go to College?
   - Your Future in Elementary School Teaching

MEMO NO. 15

TO: The Classroom Teacher

FROM: The Studio Teacher

DATE: October 24, 1967

TIME: Repeated: 8:45 a.m. 12:00 p.m.
9:45 a.m. 1:15 p.m.
10:45 a.m. 2:15 p.m.

SUBJECT: "Music and Related Occupations"

During this lesson we will discuss:

Part One

Orchestra Leader	Tony Grise
Harpist	Mrs. Joan Kishkis
Music Salesman	William Bliss

Part Two

Repairman (Musical Instruments)	Irving Sell
Music Teacher	Mrs. Mary Roberts Wilson
Composer	Dr. Fred Fox

Some suggestions for class activities before viewing the lesson are:

1. The parents of the students will give you a variety of occupations to choose from. Invite them to your class.

2. Discuss the major career decision facing the ninth grader: work after high school; vocational school; or college.

While viewing the lesson, the students could participate by taking notes answering these questions:

1. Why is training necessary to a permanent job in music? (As opposed to the student dance band.)

2. What are some of the related fields of work for the student? How many "make the top" as performing artists?

After viewing the lesson, the students could explore the occupational fields further by:

1. Holding individual conferences with each student, when possible, to let him explore his ideas and his uncertainties about his future career choice.

2. Building sample programs for the students who chose to work after high school; for those who plan on vocational schools; and for those who plan on college.

There are many related occupations which could be listed in each area of interest. The following are given to stimulate student discussion:

These occupations usually require college	These occupations usually do not require college
Composer	Music Salesman
Music Commentator	Dancer
Music Librarian	Piano Tuner

Some reference suggestions are:

1. The school libraries, the Minneapolis Public Library, and the school counselor's office have many books on occupations for the student and the teacher. Some teacher reference books which might prove helpful to you, the classroom teacher, are:

   - Minnesota State Plan for Vocational-Technical Education, Minnesota State Department of Education.
   - The American Worker's Fact Book, U. S. Department of Labor.
   - Counseling and Employment Service for Youth, U. S. Department of Labor.

2. The audio-visual department has many films and filmstrips on occupations and vocational choice. Some suggestions are:

   Films

   - Aptitudes and Occupations, Coronet, black/white, 1964, 16 minutes.
   - Your Study Methods, Coronet, black/white, 1964, 10 minutes.

   Filmstrips

   - You in the World of Work; If You're Not Going to College
   - Choosing a College

TO: The Classroom Teacher

FROM: The Studio Teacher

DATE: October 26, 1967

TIME: Repeated: 8:45 a.m. 12:00 p.m.
9:45 a.m. 1:15 p.m.
10:45 a.m. 2:15 p.m.

SUBJECT: "Working with People"

In this lesson we will discuss:

Part One

Social Worker	John Bridgeman
Politician	Mrs. Elma Johnson
Supervisor (Electronics Lab.)	Milton Ernst

Part Two

Nurse	Martha Fosse
Assistant Manager	Albert E. Anderson
Union Community Services Representative	Mrs. Bea Kersten

Some suggestions for class activities before viewing the lesson are:

1. Ask a 10th grade student to return to give the class his evaluation of the occupations unit as it helped him make a wise choice of high school subjects.

2. Discuss specific subject requirements for specific careers. For example, English and science for a nursing career.

While viewing the lesson, the students could participate by taking notes answering these questions:

1. Why is it important to study "fields of work" rather than individual jobs?

2. How wide is the "world of work?"

MEMO NO. 16

TO: The Classroom Teacher

FROM: The Studio Teacher

DATE: October 26, 1967

TIME: Repeated: 8:45 a.m. 12:00 p.m.
9:45 a.m. 1:15 p.m.
10:45 a.m. 2:15 p.m.

SUBJECT: "Working with People"

In this lesson we will discuss:

Part One

Social Worker	John Bridgeman
Politician	Mrs. Elma Johnson
Supervisor (Electronics Lab.)	Milton Ernst

Part Two

Nurse	Martha Fosse
Assistant Manager	Albert E. Anderson
Union Community Services Representative	Mrs. Bea Kersten

Some suggestions for class activities before viewing the lesson are:

1. Ask a 10th grade student to return to give the class his evaluation of the occupations unit as it helped him make a wise choice of high school subjects.

2. Discuss specific subject requirements for specific careers. For example, English and science for a nursing career.

While viewing the lesson, the students could participate by taking notes answering these questions:

1. Why is it important to study "fields of work" rather than individual jobs?

2. How wide is the "world of work?"

After viewing the lesson, the class could explore the occupational field further by:

1. Summarizing the reasons for postponing specific job choices in the ninth grade.

2. Discussing job futures as opposed to job entries. Point out the relationship to general education in high school.

There are many related occupations which could be listed in each area of interest. The following are given to stimulate student discussion:

These occupations usually require college	These occupations usually do not require college
Employment Counselor	Lifeguard
Clergyman	Policeman
Insurance Agent	Bus Driver

Some reference suggestions are:

1. The school libraries, the Minneapolis Public Library, and the school counselor's office have many books on occupations for the student and teacher. Some teacher reference books which might prove helpful to you, the classroom teacher, are:

   - Handbook on Women Workers, U.S. Department of Labor.
   - The College Blue Book, Burckel.
   - College Guide, Lovejoy.

2. The audio-visual department has many films and filmstrips on occupations and vocational choice. Some suggestions are:

   Films

   - Know Your Library, Coronet, black/white, 1962, 11 minutes.
   - State Employment Service, Minneapolis Public Schools, black/white 1960, 25 minutes.

   Filmstrips

   - Directions for the Future
   - Your Future in Nursing

MEMO NO. 17

TO: The Classroom Teacher

FROM: The Studio Teacher

DATE: October 31, 1967 TIME: Repeated: 8:45 am 12:00 pm
9:45 am 1:15 pm
10:45 am 2:15 pm

SUBJECT: "Clerical Occupations"

During this lesson we will discuss:

Part One

Mail Clerk	Phillip Mortenson
Merchandiser (Clerical Programmer)	Mrs. Nona Jahn
Office Manager	John E. Scott

Part Two

Policeman	Officer Arthur Sivanich
Secretary	Mrs. Bernetta Nelson
Army	Master Sergeant Bachmann

Some suggestions for class activities before viewing the lesson are:

1. Ask the counselor to revisit the class. New questions stimulated by the guidance lessons can be discussed and plans made for the senior high school.

2. Invite other teachers who teach subjects related to the occupations of interest to your class to discuss educational qualifications with the class.

While viewing the lesson, the students could participate by taking notes answering these questions:

1. How has the "world of work" changed in the last generation?

2. How can the student "look ahead" in his programming for the senior high school years?

After viewing the lesson, the class could explore the occupational fields further by:

1. In class discussions and individual conferences, helping the student keep in mind that the decisions he makes now are tentative and should be for general areas of interest rather than for specific occupations.

2. Making a three-year program plan for the senior high school years.

There are many related occupations which could be listed in each area of interest. The following are given to stimulate student discussion:

These occupations usually require college	These occupations usually do not require college
Appraiser	Typist
Accountant	Postal Clerk
Stock and Bond Salesman	Serviceman

Some reference suggestions are:

1. The school libraries, the Minneapolis Public Library, and the school counselor's office have many books on occupations for the student and the teacher. Some teacher reference books which might prove helpful to you, the classroom teacher, are:

   - Scholarships, Loans, and Fellowships in Minnesota, Lasoff.
   - The Changing Curriculum of the American High School, Wiles.
   - Secondary Schools Today, Smith and McQuigg (ed.).

2. The audio-visual department has many films and filmstrips on occupations and vocational choice. Some suggestions are:

   Films

   - Improve Your Study Habits, Coronet, black/white, 1961, 11 minutes.
   - How to Read a Book, Coronet, black/white, 1963, 11 minutes.

   Filmstrips

   - Preparing for the World of Work.
   - A New Horizon - Careers in the School Food Service.

REPORT FORM
(Any One Lesson)

Title of lesson viewed_____

School_____Grade_____Subject_____

Classroom Teacher_____No. of Students_____Date_____

1. The student interest was maintained for the half-hour lesson..... Excellent___Average___Poor___

2. The lesson had some relation to the job expectations of the students..... Too difficult__Satisfactory___ Too simple___

3. The vocabulary was geared to the ninth grade level..... Right___ Too difficult___ Too simple___

4. The length of the telecast was right.... Right__Too long__Too short__

5. The visuals gave meaning to the panel discussion..... Effective___ Usable___ Ineffective__

6. The students could follow the lesson and take notes..... Excellent__Good__Poor__

7. Comments_____

(Please return this page to the Radio-Television Office, Minneapolis Public Schools.)